

575:202:09 History of Labor and Work in the US, 1880-1945 – Preliminary and Subject to Change

Professor: Dr. James Robinson
Class meetings: Wednesdays 9:50AM-12:50PM
Office hours: 1PM-2PM Wednesdays or by appointment, via Zoom
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INTRODUCTION

This course will explore the history of working people the United States from the end of Reconstruction through the end of World War II. Through looking at labor history, we will learn about social and political history as well. This course is aimed primarily at students who have little or no experience with college-level history and assumes no prior knowledge of the historical developments we will cover.

COURSE STRUCTURE

This course will blend synchronous and asynchronous modes of instruction. Lectures will be recorded and posted to Canvas, where you will also conduct group discussions. However, a significant portion of the class meetings will be conducted synchronously, meaning we all meet together at 9:50 PM on Wednesdays to have discussions and get on the same page about important topics and themes in the course. We will have meetings most Wednesdays, so you are expected to be available for the full three hours every time this class is scheduled to meet. For example, if you have a job or internship that will require you to be present at 11:30 AM on any one of the days on which this class is scheduled, you should drop this class, as you will not be able to complete all requirements asynchronously. Note: We will most likely not meet the full three hours, but it is important that you be available during those times.

LEARNING OBJECTIVES

The student is able to:

Core Curriculum: SCL, HST, WCr and WCd

- Explain the development of some aspect of a society or culture over time. (Goal K)
- Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization. (Goal M)
- Communicate complex ideas effectively, in standard written English, to a general audience, and respond effectively to editorial feedback from peers, instructors, and/or supervisors through successive drafts and revision. (Goal S)
- Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insights. (Goal T)

School of Management and Labor Relations:

- Communicate effectively at a level and in modes appropriate to an entry-level professional. (Goal I)
- Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation. (Goal IV)

Labor Studies and Employment Relations Department:

- Demonstrate an understanding of the perspectives, theories and concepts in the field of labor and employment relations. (Goal 1)
- Make an argument using contemporary or historical evidence. (Goal 4)

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REQUIRED TEXT

Rosenzweig, Lichtenstein, Brown, Jaffee, *Who Built America? Vol. 2* (Third Edition, ISBN 978-0312446925)

The textbook will be provided to you as a PDF on Canvas, but used copies are quite inexpensive online, if you desire a tangible version.

YOUR RESPONSIBILITIES

Read the syllabus

Do the readings

Turn in your assignments on time

Make sure your assignments are submitted

Attend the meetings

EVALUATION

Written assignments

You will write two papers this semester, on topics to be announced. Each accounts for 20% of your final grade. You will write several drafts of each. All are mandatory, as is participation in peer review. If you miss a peer review session, it is your responsibility to make it up, or you will receive no credit for it. Missing your writing conference, or coming unprepared, will earn you a significant reduction on your paper grade. Each part of the process counts toward your final assignment grade. I expect an honest attempt at a full paper for all drafts. Doing otherwise will negatively impact your grade. It is your responsibility to make sure you turn in each draft and your peer editing form. If you do not have a submission receipt from Canvas, then you have not submitted your essay, and you will be graded accordingly. Declining to make substantial changes to your drafts (unless otherwise advised) will result in a failing grade. Turning in no final paper, or turning in only a final paper, or turning in the same paper multiple times, will result in a zero.

Lateness Policy

All late assignments will be marked down. One grade will be deducted for every 24-hour period (or portion thereof) your paper is late. That is, a B paper will turn into a C paper if it is up to 24 hours late, and into a D paper if it is up to 48 hours late. While the drafts are not assigned letter grades, failing to turn them or turning them in late will have the same effect on the final draft you hand in for a grade.

You must complete all written assignments in order to receive credit for this course. We will turn back all assignments in a timely manner. If we do not turn back your assignment, it is your job to bring this to our attention. If you believe we have not recorded a grade for an assignment you have turned in, you must clear this up during the semester. After the semester is over, we will not be able to consider claims that you turned in an assignment if we have no record of it.

Discussion forums

For most classes, you will have discussion posts due on Canvas. I will post primary sources and several questions for you to answer about each. You are also required to respond to at least one of your discussion group members, for each discussion topic, which helps to make what you are doing actual discussions, one day later.

For example: your first discussion posts will be due at 11:59 PM on Tuesday January 19^h (I know we don't meet on Tuesdays, normally, but please see scheduling.rutgers.edu/scheduling/academic-calendar). Your response to at least one of your peers, in each discussion topic, will be due by 11:59 PM on Wednesday, January 20th.

Please indicate which questions you are answering, and separate each into its own paragraph.

Your initial answers and responses should both be substantive contributions, every time. A single-sentence answer and "I agree!" as a response will not earn credit. Please put some time into these, as they are not

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box-checking exercises to take up your time. I don't expect multiple-paragraph answers (though if you are really feeling it, go for it!), but these discussions are a prime method of learning, and the more work you put into them, the better off we all are.

All discussions are mandatory, and any that you do not complete will result in a lower grade.

Cheating/plagiarism

There are serious consequences, including expulsion, for both cheating and taking someone else's work without attribution. The university has clear, strict policies on these matters. I will report all violations. If you have not done so already, please familiarize yourself with the university's academic integrity policy by visiting academicintegrity.rutgers.edu. The relevant parts are brief and straightforward. If you have any questions, please see me.

Exams

There will be a first exam due March 26, and a second exam due May 7. They will be written long answer essays.

Your final grade will be calculated as follows:

Discussions and meeting attendance	20%
Paper I	20%
Paper II	20%
First exam	20%
Second exam	20%

Use of Class Materials

Lectures and materials utilized in this course, including but not limited to the syllabus, videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's Academic Integrity Policy. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings cannot be circulated outside the course.

Statement on Abilities and Accommodations

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: ods.rutgers.edu/students/registration-form.

CLASS SCHEDULE

Preparation Watch	Introduction Introduction Video
January 20 Reading Due	The Failures of Reconstruction <i>Who Built America</i> Chapter One, Cornerstone Speech, I Have A Dream Speech Posts January 21st, Post Responses January 22 nd
January 27 Reading Watch Due	The Gilded Age and the Chinese Exclusion Act <i>Who Built America</i> Chapter Two, “Grand Army of Starvation” Posts January 26 th , Post Response January 27 th
February 3 Reading Due	Immigration and urbanization Sumner and Carnegie Posts February 2 nd , Post Response February 3 rd , First Paper Thesis Statement and Outline February 3 rd (bring to class)
February 10 Reading Due	Washington and Du Bois, and Imperialism <i>Who Built America</i> Chapter Three, Washington, and Du Bois First draft of first paper February 10 th (Peer Review), Post February 9 th , Post Responses February 10 th
February 17 Reading Due	Populism and consumerism <i>Who Built America</i> Chapter Four, Populist Platform, Aguinaldo Second draft of first paper February 17 th , Post Due February 16 th , Post Response February 17 th
February 24 Reading Due	The Progressive Era and lynching <i>Who Built America</i> Chapter Five, Wilson, Sanger Post Due February 23 rd , Post Response February 24 th
March 3 Due	Writing conferences NONE
March 10 Reading Watch Due	The Great Migration Bond <i>An Outrage: The History and Legacy of Lynching in the South</i> (available through Rutgers Library in Kanopy) Post Due March 9 th , Post Response March 10 th , Final draft March 10th, 11:59PM
March 17	SPRING BREAK

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March 24	World War I
Reading	<i>Who Built America</i> Chapter Six
View	WWI Posters (https://www.loc.gov/pictures/collection/wwipos/)
Listen	15 Minute History podcast: The “Spanish” Influenza of 1918-20
Due	Post March 23rd, Post Response March 24th, <u>First Exam</u> Due March 24th 11:59PM
March 31	Immigration and eugenics
Reading	<i>Who Built America</i> Chapter Seven, Congressional Debates, Virginia Sterilization Act
Due	Post March 30 th , Post Response April 1 st , Bring Thesis Statement and Outline of Second Paper to Class
April 7	The 1920s
Reading	Immigration Sources
Watch	<i>The Night Tulsa Burned</i>
Due	First draft of second paper April 7th, Post April 6th, Post Response April 7th
April 14	The Great Depression
Reading/Listen	<i>Who Built America</i> Chapter Eight, <i>Waterfront Worker</i> , “Brother, Can You Spare A Dime?”
Due	Post April 13 th , Post Response April 14 th
April 21	The New Deal and the CIO
Reading	<i>Who Built America</i> Chapter Nine, Roosevelt
Watch	Sit-Down and Fight
Due	Final draft of second paper April 21st, Post April 20th, Post Response April 21st
April 27	World War II
Reading	<i>Who Built America</i> Chapter Ten, Wesley, <i>The Auto Worker</i>
Due	Post April 26 th , Post Response April 27 th
May 5	Wrap
Watch	Slavery by Another Name Film
Due	May 4 th Post, No Post Response Due

Wednesday May 12th 11:59PM Second exam due